**Module 5: The Transdisciplinary Model in Early Intervention**

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| **Please answer these questions AFTER you have completed the module.** | | |
| 1. The needs of a young child with a delay or disability and his/her family can usually be met by a single discipline/one professional. | True | False |
| 1. The quality of the relationships among the child, parents, community and professionals affects the outcomes and success of Early Intervention. | True | False |
| 1. Working together as a team is easy. | True | False |
| 1. Professionals on the team have more knowledge and expertise than parents. | True | False |
| 1. A multidisciplinary team approach is the best match for current practices and evidence in Early Intervention. | True | False |
| 1. Effective teams do not have conflict. | True | False |
| 1. All team decisions are best made by the professional who is in charge of the team. | True | False |
| 1. Teams go through predictable stages of development. | True | False |
| 1. Being a member of a transdisciplinary team makes me a “Supertherapist.” | True | False |
| 1. Role clarification is an important and ongoing task for teams in EI. | True | False |
| 1. Being able to give good advice is the #1 communication skill of an effective team member. | True | False |
| 1. An interdisciplinary team approach is the best way to reduce confusion and fragmentation for families and professionals. | True | False |
| 1. The most effective EI teams know how to “welcome” a family in ways that make the family feel like an equal team member. | True | False |
| 1. Establishing “ground rules” for how to work together is an important quality of an effective EI team. | True | False |
| 1. The heart of the transdisciplinary model is the commitment of the team members (including the family) to teach, learn, and work together. | True | False |
| 1. Building and maintaining a transdisciplinary EI team requires ongoing time to reflect on the process of working together. | True | False |